

I have thought over the points you raised
 respecting a rule that is our great stepping
 stone. The Rule is a matter of
 good will. The one that is a penalty to work
 if broken. The syllabus is a rule. It
 excepts perhaps the children but that is
 I know the argument that appeals to teachers
 & probably to the Board. It can enough in
 the apt schools to convince them that the
 children do gain something. There are
 no penalties or rewards attending the
 study of the laws of the universe & Persians
 but there is the compelling principle
 of "for the children's sake" (our motto)
 The apt but working the scheme and
 in committee a fortnight ago, Mr. Hamilton
 wrote "They all agree that they could do it."

wrote answers in ~~my~~ just enough, & after doing ~~enough~~ in ink they were allowed to write in pencil ~~on paper~~ ^{on paper}.

As for the very material suggestion of a
fair display of a pedagogic surprise
my answer occurs to me but that the
^{to suggest} I must say, some half dozen schools
in Bedford. I believe the spontaneity
of the children ^{in these schools} is very striking. ^{and they are}
I should be happy to send a few sets
of exam^{unmarked} papers + the 3 pamphlets
is useful for ^{each} ~~purpose~~ ^{purpose}
to my ~~teacher~~ ^{class} ~~of students~~ ⁱⁿ
are ~~several~~ ^{very} interested. * There is
an interesting paper in The ¹⁰ ~~10~~ Century
of ~~philosophical~~ ^{philosophical} ~~concepts~~ ^{concepts} in Education?
describing a visit to one of these schools.
It is clear, but that any whole psychology
translates to the current biology of mind
it is a copy of ^{one} ~~the~~ mind - but as this
current views ~~scholarship~~ ^{scholarship} ~~disturbance~~
the ~~dropping~~ ^{dropping} of ~~learning~~ ^{learning} ~~is~~ ^{is} ~~produced~~
The ~~only~~ ^{only} ~~real~~ ^{real} ~~value~~ ^{value}.

adequate results in the general ^{of} course there are clever children who in one case hinder your learning, but ~~how~~ ^{how} ~~could~~ ^{could} ~~they~~ ^{they} ~~keep~~ ^{keep} ~~from~~ ^{from} ~~making~~ ^{making} ~~but~~ ^{but} ~~how~~ ^{how} ~~close~~ ^{close} ~~the~~ ^{the} ~~average~~ ^{average} ~~child~~ ^{child} ~~reap~~ ^{reap} ~~the~~ ^{the} ~~benefits~~ ^{benefits} ~~of~~ ^{of} ~~the~~ ^{the} ~~teacher's~~ ^{teacher's} ~~efforts~~ ^{efforts} ~~on~~ ^{on} ~~the~~ ^{the} ~~part~~ ^{part} ~~of~~ ^{of} ~~the~~ ^{the} ~~teacher~~ ^{teacher}?

Yes? being more what you, Sir, appear to regard as the crux of the situation. The personal life of the teacher is, in fact, left out of the account - surely a serious drawback to the whole idea. As a matter of fact teachers who adopt this scheme claim that it is 'new life', but were it not so, we don't offer to premium, promote or even prize down a field for the exercise of personality, but rather, definite work in which personality may play its part on occasion. Why then, do teachers allow rant about their 'personality' as a thing apart, & a rare plant, so where possible a school should offer favourable conditions? The choice of books is only a question of choice.

labour, & for the children of each
 class read quickly a good many books,
~~of which there is no revision, & no~~
 happens. But the most occupied head
 in this class can give the necessary time
 to a selection of books every teacher knows
 the difficulty. ~~As for the author of~~
 English is ^{at} ~~the~~ ^{the} ~~author~~ ^{author} ~~of~~ ^{of}
 own prominent books in ~~say, this is a~~
~~case~~ & set his own questions on it.
 I suppose ^{the} ~~the~~ ^{author's} ~~author's~~ ^{attitude}
~~was~~ ^{was} ~~culpable~~ ^{culpable} ~~but~~ ^{but} ~~that~~ ^{that} ~~it~~ ^{it} ~~is~~ ^{is} ~~the~~ ^{the} ~~author's~~ ^{author's}
~~belonging~~ ^{belonging} ~~to~~ ^{to} ~~a~~ ^a ~~fact~~ ^{fact} ~~not~~ ^{not} ~~two~~ ^{two} ~~persons~~ ^{persons} ~~on~~ ^{on}
 does not say 'sugar is sweet' with
 diffidence.

As for the questions quoted, the labour
 & cost which attends much printing
 must excuse ~~the~~ ^{no} ~~the~~ ^{the} ~~author's~~ ^{author's} ~~conduct~~ ^{conduct}. Discus-
 (according to ~~the~~ ^{the} ~~author's~~ ^{author's} ~~view~~ ^{view}).

Even the ~~best~~ ^{best} ~~professional~~ ^{professional} ~~teacher~~ ^{teacher}
 of Secondary Schools would be induced
 to try a method which certainly makes
 education possible under the most unfavour-
 able conditions. Yours, Charles W. Allen

TO the Editor of
The School World

Dear Dr. James G. Webb.

I am delighted to hear
that your Committee is sending
us delegates on the 15th, ~~still~~ ^{with}
to feel - you will represent us &
~~will~~ speak.

But we want among, some hundreds
of H. L. P. C. teachers in the evening
and I am Committee ~~advising us as~~
to ~~investigation~~ ^{investigation}
~~to send out the investigation with~~
~~the H. L. P. C. Committee~~
~~which we should furnish them?~~

The occasion is ~~really~~ ^{well} important
& the opportunity cannot ~~be~~ ^{well} ~~lost~~ ^{lost} to view
~~repeated~~ again.

On the one hand we have a body of
splendidly equipped teachers, enthusiastic
& devoted who are inclined to be disappointed
with the final result of their work, as it
affects their children's after lives, in the
the, & then a method, the according to

best thing Council has done who is
trying working on syllabus, makes
the children much more intellectually
alive than any has been before,
it is a fact that children like
to know things

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The whole thing is a discovery that
has worked amazingly well for a quarter
of a century, which makes it possible
to give a liberal education - not only
the more fundamental of education -
in an elementary school. &
such an education is one of the
rights of man, isn't it?

I am desirous to send you a
pamphlet ^{in the hope that it} ~~which~~ ^{may} throw some further
light on a subject ~~which is, alas,~~
worked out ⁱⁿ several volumes but I
could not expect you to read.

We have nothing to offer the U.C. teachers
or indeed, elementary teachers generally,

in the way of teaching which seems
to me to have been carried to a point
not in our Council Schools, which
do is to shift the burden to the other
shoulders or to cause children to
learn with avidity without any
outside stimulus.
Thanking you particularly for
your cordial help

I am, truly,
Ever yours -

Dear Sir,

Thank you for your note of
the 14th inst.

I am glad to hear the members
of the delegates your ^{Council} propose to send.

I should be particularly grateful
if Mr. Steer would arrange an interview
with him - I believe she has been

having her a more doing important
work in the Diocese of Derby, I
am sure she would have pleasure
in introducing him to our theory
& methods so that he would have
some idea of what we propose.

I am writing to Sir James Galt
about the possibility of getting
a large number, some hundreds,
of the S.P.C. teachers for the evening of the
12th - Mr. R. W. Hamilton will
gladly send the necessary invitations.

Would you call on him
on an F. O. S.

I would give her much pleasure
to introduce you to our aims &
methods more fully than I
can do in a letter.

V. de

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Letter to
Sir James Foxall

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1820

The World of Communication School

Let us consider the full range of human
 & every one of these aspects of many
 possibilities. But I think that has given
 a new world to us, a world which we may
 explore but not exploit. The young people
 assembled in the Communication School
 must be entered for with a view to their
 own ideas and to ours; the people of the
 world are in a new position. The
 future of society.

Appendices

(Showing, more or less, ^{fully} the historical
 development - of a movement for
 "A Liberal Education for All" from
 (date) - 1805 - (date) 1918, &

(Last App. hints for Prop. Work)

field work in Hlong,

(falls, mores, jumps, etc.)

natural history (habits and notes of birds, etc.)

See opposite page,

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Letter to
Hear mistress
